

## **What is SEND (Special Educational Needs / Disabilities) Local Offer?**

The Local Offer was first introduced in a Green Paper (March 2011). The Green Paper set out its recommendations for revision of SEND provision for children and young people and recommended 'A local offer of services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower level SEN as well as options available to support families who need additional help to care for their child.' This has now progressed to a White Paper which will become law in September 2014.

## **What will the Local Offer do?**

With regards to Education, the Local Offer will let parents/carers and young people know how schools and colleges will support them and what they can expect across local settings.

The purpose of the Local Offer is to not only improve choice and transparency for families, but also to make provision more responsive to local need through the direct involvement of children, young people and their families.

During the last year, the Local Offer Steering Group has developed questions for schools and trialled them in a small number of settings.

There are 14 questions devised in consultation with parents/carers and other agencies which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

*The following pages outline Holy Family Catholic Primary School's response to the 14 Questions.*

## **Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or disability (SEND)?**

**The Headteacher – Mr S Gallagher**

**The Inclusion Manager & Deputy Headteacher – Mrs J Summerton**

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

### **Headteacher – Mr S Gallagher**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Delegating responsibility to the Inclusion Manager and class teachers but still responsible for ensuring that your child's needs are met.
- Keeping the Governing Body up to date about any issues in the school relating to SEND.

### **Class teacher**

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Inclusion Manager know as necessary.
- Writing Individual Education Plans (IEP), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

### **SEN Governor – Mrs A Loftus**

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

### **How does the school know if children/young people need extra help?**

We are at all times striving to identify children with SEN at earlier stages by:

- Teacher observation (behaviour and performance indicators)
- Expression of concern (from the pupil, parents/carers or an outside agency)
- Diagnostic teaching
- Information from parents
- Foundation Stage Profile
- Close links with the Health Service via school nurse/G.P
- Considering progress against the objectives specified in the National Literacy and Numeracy Strategy Frameworks
- National Curriculum teacher assessments
- Performance against the level descriptions within the National Curriculum at the end of a key stage
- Standardised screening and assessment tools

Although standardised tests are an aid in identifying a need, more often a child's needs are recognised by the class teacher. These needs will be discussed with the Headteacher, Inclusion Manager and Class Teacher at pupil progress interviews.

## **What should I do if I think my child/young person may have special educational needs?**

If you think that your child may have special educational needs, you should make your concerns known to their class teacher. He/she will then discuss your child's needs with the Headteacher and Inclusion Manager so that strategies can be put in place to support your child.

## **How will school staff support my child/young person?**

Once a child has been identified and placed on the SEN register, procedure, as set out down in the Code of Practice 2014, is carefully followed. All registered children have access to the National Curriculum along with their peers, working at an appropriate level.

- Each child's education will be planned by the class teacher. It will be differentiated accordingly to suit the child's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a child has needs related to more specific areas of their education, they will receive focussed support as part of an intervention group. The interventions will be reviewed regularly throughout the year by all involved in order to inform future planning.
- Occasionally a child may need more specialist support from an outside agency. Referral forms are completed in conjunction with parents/carers and submitted to the most appropriate agency. The child will be assessed and any recommended programmes of support will be followed up by school.

## **How will the curriculum be matched to my child's needs?**

- Every child has their work differentiated by the class teacher enabling them to access the curriculum at a level appropriate to their learning.
- If a child has been identified with SEN, a member of staff may be allocated to work with the child on a 1:1 basis or in a small focus group to target their specific needs.
- Where required, specialist equipment will be identified to support the children e.g. writing slopes, concentration cushions, pen/pencil grips.

## **How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?**

Formal and informal assessments are carried out throughout the year to monitor progress. Parents are invited to contribute to IEP's and annual reviews.

IEP's are reviewed at least termly and more frequently for children with greater needs. Regular monitoring and review of provision takes place on a termly basis and IEP's and provision maps are reviewed, developed and monitored to take account of pupil's progress.

Opportunities are available throughout the year for parents to attend consultation evenings. They can also arrange to see teachers by appointment.

## **What support will there be for my child's overall well being?**

Every member of staff is committed to ensuring the well being of all children.

Holy Family Catholic Primary School offers a wide variety of pastoral support for children who are encountering emotional/social difficulties. These include:

- Specific interventions and communication groups such as Circle Time, Social Stories, 'Talking Partners' and 'Time to Talk.
- Counselling sessions

**Where required referrals will be made to specialist outside agencies such as the Educational Psychology Service and Child and Adolescent Mental Health Service (CAMHS).**

### **Children with medical needs**

If a child has a significant medical need a detailed Health Care Plan will be compiled with you and an appropriate member of staff. Where necessary this will be supported by an external healthcare professional.

- Health care plans are shared with all staff and are regularly reviewed.
- First aid training is regularly up-dated.
- Specific Healthcare training will be delivered by a healthcare professional to meet particular needs eg Epilepsy, Asthma, Diabetes.

**Our Supporting Children with Medical Conditions Policy also supports our children's health and well-being.**

### **What specialist services and expertise are available at or accessed by the school?**

The school Link Teacher visits school regularly. Her role is to carry out assessments with children on the SEN register who have failed to progress at SEN Support and to provide support and advice on the most appropriate action and provision to be taken.

She also acts as an advisor on many aspects of SEN provision in school and on ways in which to secure Local Authority SEN funding.

The Educational Psychologist visits the school. His/her role is to assess children applying for Educational Health and Care Plans and to offer advice and support about all matters of SEN.

Both the Link Teacher and the Educational Psychologist are involved in half yearly planning meetings to determine the level of SEN provision and action needed.

### **Other agencies include:**

- TESS (Targeted Educational Support Service)
- Sensory Services (service for visually and /or hearing impaired)
- CAMHS (Child and Adolescent Mental Health Service)
- Gateway (Family Support)
- Social Services
- Virtual Schools Team (Support for Looked After children)
- Outreach Support
- Speech and Language Therapy
- Occupational Therapy
- School Nurse

### **What training are the staff supporting children with SEND having?**

Every year, an on-going cycle of staff training is delivered or updated so staff have the appropriate skills to support our children. These have included training sessions on:

- Soundwrite (Phonics)
- Autism
- Numicon (Maths)
- R Time
- Positive behaviour management
- Talking Partners

### **How will my child be included in activities outside the classroom, including school trips?**

Activities and school trips are accessible to all.

Risk assessments are carried out and procedures are put in place to enable all children to participate. If a health and safety risk assessment suggests that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child during this activity in addition to usual school staff.

### **How accessible is the school environment?**

Building improvements have given School disabled access and toilet facilities. Children who are hearing impaired have access to a loop system when necessary.

There is an Equality Scheme and Accessibility Plan in place.

The School is happy to discuss individual access requirements

### **How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

Holy Family Catholic Primary School understands what a stressful time joining and moving schools can be. Therefore strategies are in place to enable the child's transition to be as smooth as possible. These include:

- Meetings between previous or receiving nurseries/pre-schools, schools prior to the child joining/leaving
- Inspire sessions for new Reception children
- High School transition programme
- Additional High School visits for children who need extra time in their new school
- Information sharing between new schools
- Individual transition programmes for children with significant needs

### **How are the schools resources allocated and matched to children's special educational needs?**

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's need.

### **How is the decision made about what type and how much support my child will receive?**

It is recognised that the great majority of pupils who have special educational needs can be met effectively under the school-based strategies, without statutory involvement of the Local Authority. Each school adopts a graduated approach to identification, assessment and planning and reviewing of pupils with special educational needs which has regard to the recommendations proposed in the Special Educational Needs Code of Practice 2014.

Support is allocated according to a child's individual needs based on a range of evidence including observations, teacher/test assessments and recommendations from outside agencies.

### **It can include**

- Intervention groups
- 1:1 support
- Communication groups
- Precision teaching
- Counselling
- Behaviour support
- Outreach support
- Support from other external agencies

### **How are parents involved in the school? How can I be involved?**

We encourage open, positive and regular contact with parents to share information, advice and practical help. The experience, knowledge and views of parents are invaluable in helping us to meet a pupil's needs. Parents are invited to contribute to IEP's and annual reviews and to meet class teachers at parental consultation evenings.

The Headteacher, Inclusion Manager and teaching staff are happy to arrange meetings with parents at more frequent intervals when there is need. Immediate and pressing concerns can be conveyed by phone.